



Mount Rainier National Park

Sister Mountain Project

Two Mountains, Two Peoples: PowerPoint Project

| | |
|--------------------|---|
| Overview | This activity gives students the chance to explore and create a multimedia presentation of their own by undertaking a comparative study of Mount Fuji and Mount Rainier. The scope is wide enough to allow for a variety of themes to be pursued. |
| Grade Level | 9-12 |
| Objectives | <ul style="list-style-type: none">• Students will demonstrate an understanding of the significance of Mount Fuji and Mount Rainier to their respective societies by creating and presenting to the class a multimedia presentation.• Students will demonstrate an understanding of how to evaluate sources by creating an annotated bibliography in standard format detailing resources used. |
| Setting | Classroom/computer lab |
| Time Frame | One week of class time with extra time for students to complete the project at home. |
| Materials | Copies of project guidelines, access to computers, thumb drives, PowerPoint software, Internet and libraries. |
| Standards | Social Studies 3.2.1 The student will understand and analyze the interactions between humans and the environment across the world. 5.2.2. The student will evaluate the validity, reliability and credibility of sources when researching a topic. |
| Procedure | Note to teachers : This activity works well either as an individual project or as a paired activity. With some modifications, it could fit into the guidelines of the Washington State Classroom Based Assessment (CBA), Humans and the Environment. Share the samples of the PowerPoint presentation and the annotated bibliography with students before beginning. There is a list of suggested topics in the guidelines below. Teachers may wish to give students the chance to brainstorm additional topics in order to inspire student interest. |

Instructions to students:

This investigation shifts the responsibility to you as the student, giving you greater authority and independence. Your work will bring more certainty, clarity and focus to an important subject that has been, up until now, largely ignored. You will need to bring intense curiosity and insight to this topic, which will allow you to see and appreciate patterns and unanswered questions that will add to our body of knowledge.

Your task is to complete a comparative exploration of peoples' attitudes, values, traditions, customs, and uses of Mount Rainier and Mount Fuji. While there have been scientific and geological comparative studies of the two mountains, little has been done to look at them from a humanities perspective. Your mission is to examine and compare the various ways that each mountain is viewed and valued by its surrounding society. Let the research and evidence guide what you finally present. You may wish to concentrate on one particular theme in more depth, or you could present several themes that interest you.

The following is a **starting point** of themes to consider:

Social

- The impact of the mountain upon people individually and as groups.
- The value of each mountain to native peoples—their myths and explanations of each mountain.

Cultural

- Artistic depictions through paintings, photography, and literature.

Economic

- Tourism, water resources, mining, grazing, forestry.

Political

- Laws, government agencies, land management .

Technological

- Examine the history of technology in relation to mapping, photography and the collection of scientific evidence. How has technology enabled us to understand the environment of each

| | |
|-------------------------------------|---|
| | <p>mountain?</p> <p>Products: Create a PowerPoint presentation which conveys what you have learned about your chosen theme/s about each mountain. <u>You can expect 5 minutes of class time to present your findings.</u> The PowerPoint should consist of no more than 10 slides, each with a brief caption. No other writing will be permitted on the slides. You must speak, using note cards and explain and comment upon your visuals. The visuals in your PowerPoint may include photographs, charts, graphs, paintings, poems, relics, artifacts, original documents and articles.</p> <p>Whatever the shape and form of your presentation, a critical part of your work will be to compile an accurate, thoughtful and user-friendly annotated bibliography. Each entry should be accompanied by a brief description of the usefulness of the source. Your entry should be about one or two sentences in length. Apart from validating your sources, this will form a critical link between your research and your reader(s) who may wish to follow up on what you have begun.</p> |
| <p>Suggested Assessment</p> | <p>See accompanying rubric.</p> |
| <p>References/ Resources</p> | <p>“Protecting Mt. Fuji,” <i>Designating Mt. Fuji as a World Heritage Site</i>. Shizuoka-Yamanashi Joint Council Mt. Fuji World Cultural Heritage Registration, 2009. http://www.pref.shizuoka.jp/a_foreign/english/policies/protectfuji.html</p> <p>Adamson, Benjamin. “Sacred Sites of Japan”. <i>Sacred Sites: Places of Peace and Power</i>. 2009. http://www.sacredsites.com/asia/japan/introduction_sacred_japan.html</p> <p>“Mt. Fuji Guide. Mt. Fuji’s Cultural Values” http://mountfujiguide.com/bookmark/tag/Arts+and+Culture</p> <p>“Japanese National Parks System, Natural Parks Foundation.” 2010. http://www.bes.or.jp/English/parks/system.html</p> <p>Prideaux, Eric. “Mount Fuji: Symbol of Beauty; Mountain of Shame.” <i>The Japan Times</i>, 2004. http://search.japantimes.co.jp/cgi-bin/fl20040912x2.html</p> |

| | |
|--|---|
| | <p>U.S. National Park Service- Experience Your America. National Park Service , 2010. http://www.nps.gov/mora/index.html</p> <p>“Trouble At Paradise: Urban Air Pollution Travels to Mount Rainier- Sightline Institute” <i>Sightline Institute- Solutions for Cascadia</i>, 2010. http://www.sightline.org/research/pollution/res_pubs/trouble-at-paradise.html</p> <p>Mount Rainier National Park. Go Northwest. 2010. http://www.gonrthwest.com/cascades/mt_rainier</p> |
|--|---|